DOCUMENT RESUME

ED 119 928 32 RC 009 071

TITLE Summary of the Final Evaluation Report, ESEA Title I Projects, Fiscal Year 1975, Phoenix Area, Bureau of Indian Affairs, Department of Interior. Final Report.

INSTITUTION Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

SPONS AGENCY Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

PUB DATE Sep 75

NOTE 22p.; For related document, see ED 106 034

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage

DESCRIPTORS *Academic Achievement; *American Indians; *Elementary Secondary Education; Expenditures; Language Development; Mathematics; Paraprofessional School Personnel; Professional Personnel; Reading Achievement; Special Education; Student Enrollment; *Summative Evaluation; *Tables (Data)

IDENTIFIERS Arizona (Phoenix); BIA; *Bureau of Indian Affairs; Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

A composite summary of the Elementary and Secondary Education Act Title I projects operated in the Bureau of Indian Affairs (BIA), Phoenix Area, during fiscal year 1975 is given on an area-wide basis. Data, presented by charts and graphs, cover: the BIA's organization; student enrollment in the Phoenix Area schools by agency and school; expenditures by school; student participation by component and school; professional and paraprofessional staff by component; and student achievement in reading, language, mathematics, and special education. The data show that the Title I projects were highly successful in fiscal year 1975. In each component, students scored above the expected gain score. (NQ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

rec 19-03-76

ED119928

SUMMARY OF THE

Phoenix Area

FINAL EVALUATION REPORT

TITLE 1/1975

Bureau of Indian Affairs/Department of the Interior

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RC009071

REPORT OF FINAL EVALUATION

ESEA TITLE I PROJECTS

FISCAL YEAR 1975

FINAL REPORT

U.S. DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS, EDUCATION

John Artichoker, Jr.
Area Director

Ray Sorensen
Assistant Area Director (Education)

David N. Burch
Deputy Assistant Area Director
(Education)

Harriet B. Hilburn
Federal Programs Administrator

David R. Moers
Title I Evaluator

Robert Bartholomew
Title I Specialist

Richard L. Schwartz
Title I Specialist

Gene Knight
Title I Specialist

SEPTEMBER 1975

ACKNOWLEDGEMENT

The success of Title I programs in the Phoenix Area has involved the efforts of many people. Many of the schools in the Phoenix Area modified their total school curriculum in FY'75 in an effort to meet the needs of all their students. In many instances teachers and aides had to work long and arduous hours to implement the new systems. Without the administrative support of the principals and the agency staff, many of the changes would not have occurred. The Phoenix Area Office staff wish to extend our sincere appreciation to the teachers, aides, and administrators who have made this progress possible.

The Parent Advisory Councils, Title I Coordinators, and clerical staff are also to be commended for providing the necessary expertise in the planning, writing and typing of proposals, and in keeping the projects operational.

Our gratitude also is extended to the people in the support branches of Personnel, Property and Supply, Budget, and Plant Management.

And, finally, we wish to extend our deep appreciation to Ms. Harriet B. Hilburn, the Federal Programs Administrator, for her guidance and expertise in providing the highest quality of administrative support to Title I programs in the Phoenix Area. Ms. Hilburn has resigned as Federal Programs Administrator and her talent will be missed.

The Phoenix Area Office Title I staff

TABLE OF CONTENTS

	Page
Introduction	IV
Overview and Organization of the Bureau of Indian Affairs	1
Enrollment in the Phoenix Area	4
Expenditures/school	5
Student Participation by Component and School	6
Professional and Paraprofessional Staff	7
Student Achievement:	
Reading	8
Language	10
Mathematics	12
Special Education	14
Definition of Terms	16

INTRODUCTION

This evaluation report addresses itself to a summary of projects operated in the Bureau of Indian Affairs, Phoenix Area, during fiscal 1975. As with last year's report, this one is presented in chart and graph form rather than in narrative form.

Again the Phoenix Area is publishing two evaluation reports. One for general distribution is a composite summary of the data into an area-wide report. The second is an individual school report that presents the data on a grade by grade-school by school basis. The school report is primarily meant for distribution to the Phoenix Area schools; however, copies are available for dissemination.

For further information relative to evaluation of the Title I programs, please contact:

Phoenix Area Office
Division of Education
Attention: Federal Programs Administrator
P.O. Box 7007
Phoenix, Arizona 85011
(602) 261-4161

In each of the 23 schools of the Phoenix Area, there are a variety of programs used for any given area of instruction. Each teacher uses the programs he/she feels will work best for the students he/she has in any given class. Thus, to attempt to describe anything other than the process used would be an impossible and meaningless task.

The process used remains fairly constant across grades, schools, and subject matter. However, some teachers use it to a more exacting degree than others. The process is one of diagnosis of specific skill deficiencies, use of whatever *appropriate* materials are available for remediation of skill deficiencies, and a retest for mastery of the skill.

A number of the schools have now begun the sophisticated process of identifying skills that must be mastered at each grade from K-12. They are using this hierarchy as a basis for developing instructional materials and mastery tests that can be used in the instructional process to better meet the needs of the students. Once this has been accomplished, there will be an orderly sequential set of materials that can be used from K-12.

The results of using the diagnostic-prescriptive approach in the Phoenix Area Title I projects have demonstrated such a high degree of success that now several schools are beginning to use this process for all students.

OVERVIEW AND ORGANIZATION OF THE BUREAU OF INDIAN AFFAIRS

The Bureau of Indian Affairs was recently reorganized (See Figure 1).

The Phoenix Area Office exercises jurisdiction over Bureau of Indian Affairs schools in a three state region. Figure 2 shows the geographical location of schools in the Phoenix Area. The twenty-one Bureau schools are situated in a three-state region comprised of Arizona, California and Nevada. With the exception of two off-reservation high schools, all are located in Arizona. The two exceptions are Sherman Indian High School in Riverside, California and Stewart Indian High School in Stewart, Nevada. Phoenix Indian High School, the Area's third boarding high school, is located in the heart of Phoenix, Arizona. Additionally, Duckwater Shoshone Elementary School in Nevada is served by Title I but it is not under regular programs jurisdiction.

Located in the White Mountains of eastern Arizona are the John F. Kennedy Day School, Cibecue Day School, and Theodore Roosevelt Boarding School. To the north, approximately 180 miles are the Hopi mesas and the six schools which serve the Hopi children. A mule trip is necessary to reach the Havasupai village, where the Supai Day School is located near the Grand Canyon. Farther south near the Mexico-Arizona border in the Sonoran Desert, is the Santa Rosa Boarding School and three small day schools on the Papago Reservation. Approximately 30 miles south of Phoenix on the Gila River Reservation are the two Pima Bureau day schools, one small tribal operated school and one mission school. Also, located near metropolitan Phoenix, is the Salt River Reservation which contains one day school.

Figure 1
Organization—Bureau of Indian Affairs

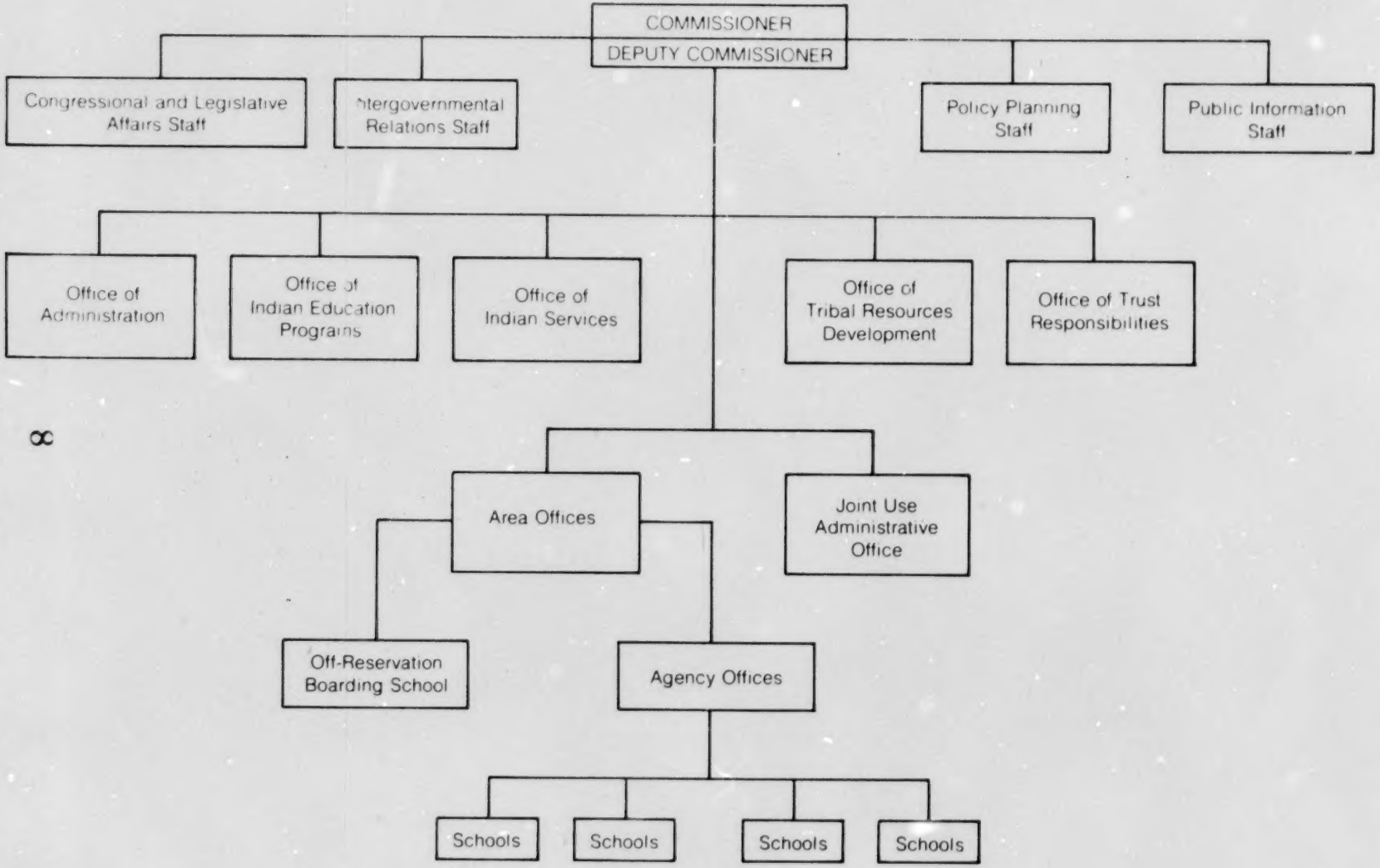
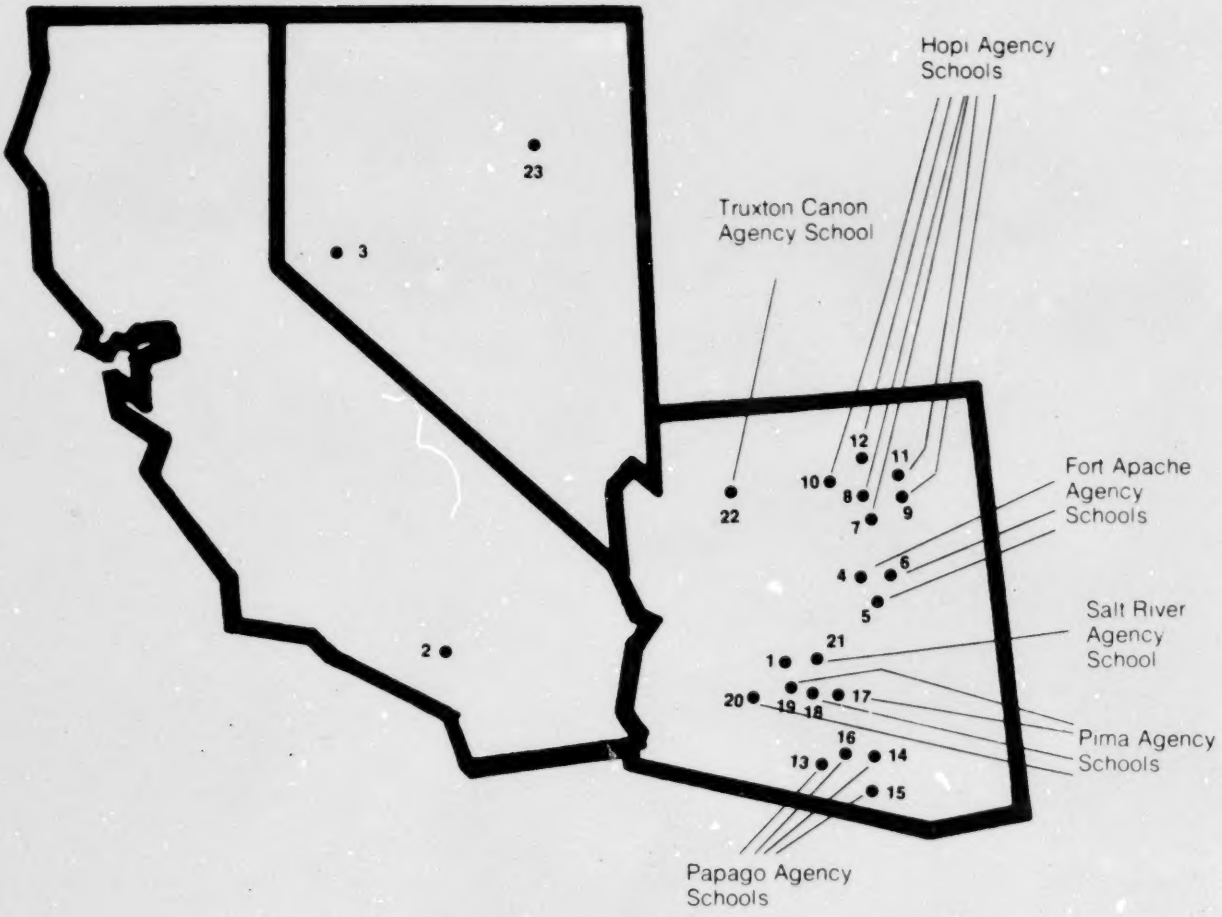


Figure 2
Phoenix Area Schools



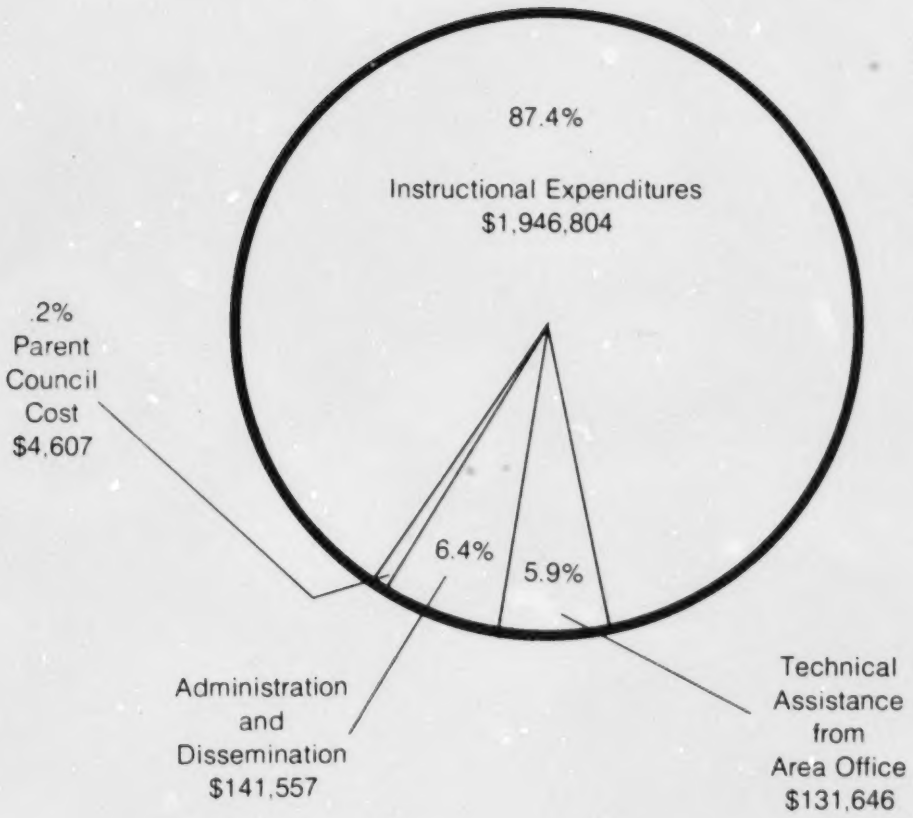
1 Phoenix Indian High School
2 Sherman Indian High School
3 Stewart Indian High School
4 Cibecue Day School
5 John F. Kennedy Day School
6 Theodore Roosevelt Boarding School
7 Hopi Day School
8 Hotevilla Day School
9 Keams Canyon Boarding School
10 Moencopi Day School
11 Polacca Day School
12 Second Mesa Day School
13 Kerwo Day School
14 Santa Rosa Boarding School
15 Santa Rosa Ranch Day School
16 Vaya Chin Day School
17 Blackwater Demonstration School
18 Casa Blanca Day School
19 Gila Crossing Day School
20 St. John's Mission School
21 Salt River Day School
22 Supai Day School
23 Duckwater

Table 1
Enrollment in the Phoenix Area Schools by Agency and School for School Year 1974–75

Agency & School	Grades Served	Number of Students
ELEMENTARY SCHOOLS		
Duckwater	1–8	21
Fort Apache Agency		
Cibecue Day School	K–8	251
Theodore Roosevelt Brdg	5–8	193
John F. Kennedy Day	1–6	106
Hopi Agency		
Hopi Day School	1–8	178
Hotevilla Day School	1–6	116
Keams Canyon Brdg/Day	K–8	282
Moencopi Day School	1–4	58
Polacca Day School	K–6	158
Second Mesa Day School	K–6	230
Papago Agency		
Kerwo Day School	K–4	55
Santa Rosa Boarding/Day	K–8	415
Santa Rosa Ranch Day	K–5	18
Vaya Chin Day School	K–4	85
Pima Agency		
Blackwater Demonstration*	K–1	32
Casa Blanca Day School	K–4	124
Gila Crossing Day School	K–5	163
St. John's Indian School**	1–12	210
Salt River Agency		
Salt River Day School	K–6	222
Truxton Canon Agency		
Supai Day School	K–4	39
HIGH SCHOOLS* **		
Phoenix Indian High School	7–12	686
Sherman Indian High School	9–12	640
Stewart Indian High School	8–12	378

*=*Contracted to Community*
**=*Catholic Mission School*
***=*Off-Reservation Schools*

EXPENDITURES



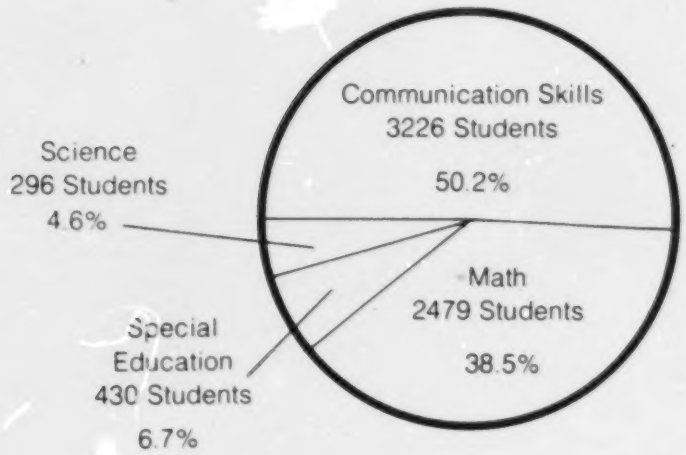
Total Expenditures: $2,226,396

Expenditures by Instructional Components:

INSTRUCTIONAL COMPONENT	EXPENDITURE
Reading and Language	$406,520
Mathematics	102,223
Special Education	175,902
Total Academic Achievement	1,262,159
TOTAL	**$1,946,804**

STUDENT PARTICIPATION

BY COMPONENT



BY GRADES

Table 2
Professional and Paraprofessional Staff by Component

School	Professional		Para-Professional	
	Regular Program	Title 1	Regular Program	Title 1
Reading	58	28	13	74
Language	42	17	11	47
Math	39	19	9	41
Special Education	2	15	0	13

Figure 3
Pre-Post California Achievement Test Total Reading Grade Equivalent Score by Grade

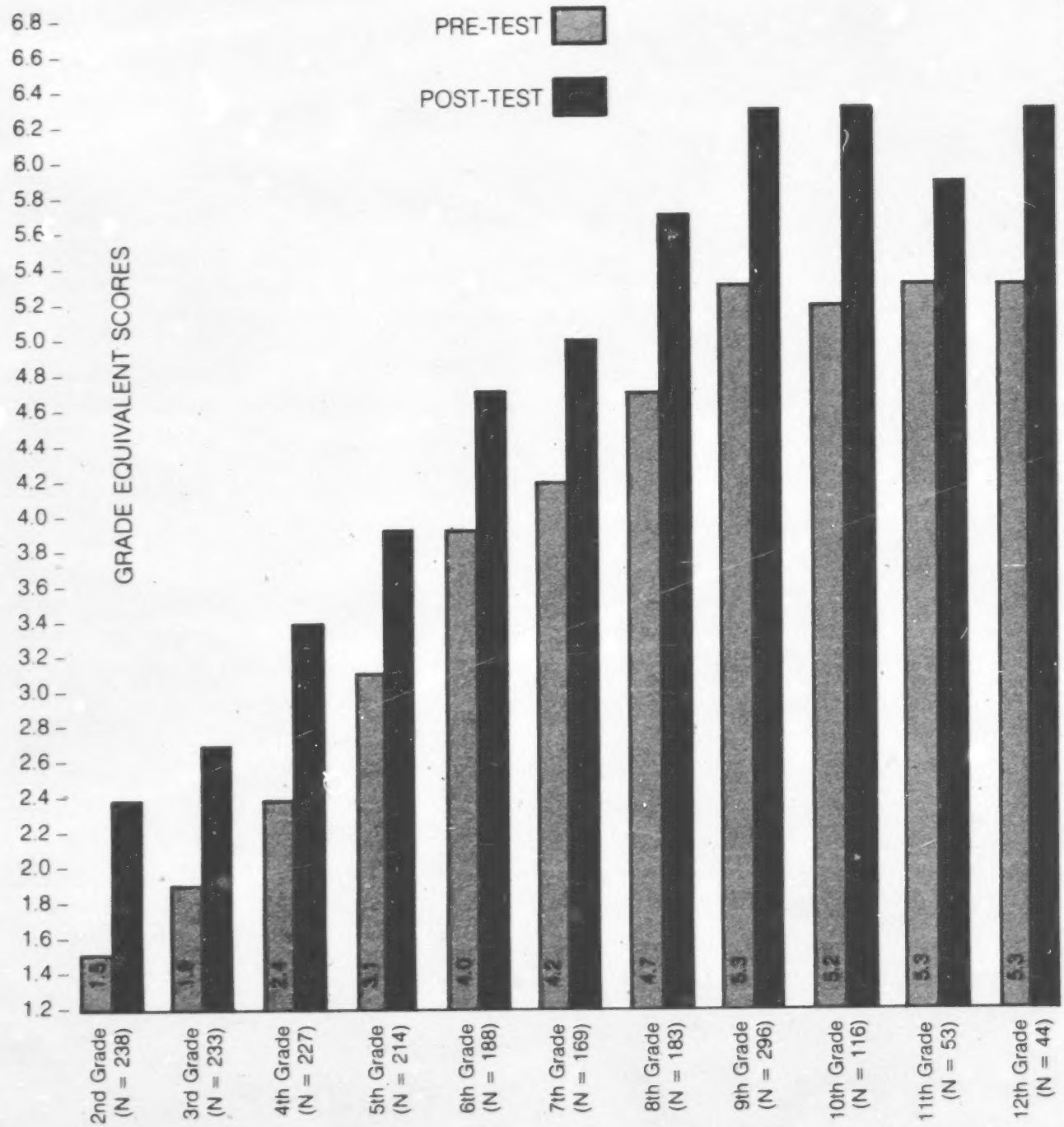


Table 3
Actual versus Expected Gains in reading

Grade	Actual Gain Score	Expected Gain Score	Difference
2	+ .9	.6	+.3
3	+ .8	.5	+.3
4	+1.0	.5	+.5
5	+ .9	.5	+.4
6	+ .8	.5	+.3
7	+ .8	.5	+.3
8	+ .9	.5	+.4
9	+1.0	.5	+.5
10	+1.2	.4	+.8
11	+ .6	.4	+.2
12	+1.0	.4	+.6

Figure 4
Pre-Post California Achievement Test Total Language
Grade Equivalent Scores by Grade

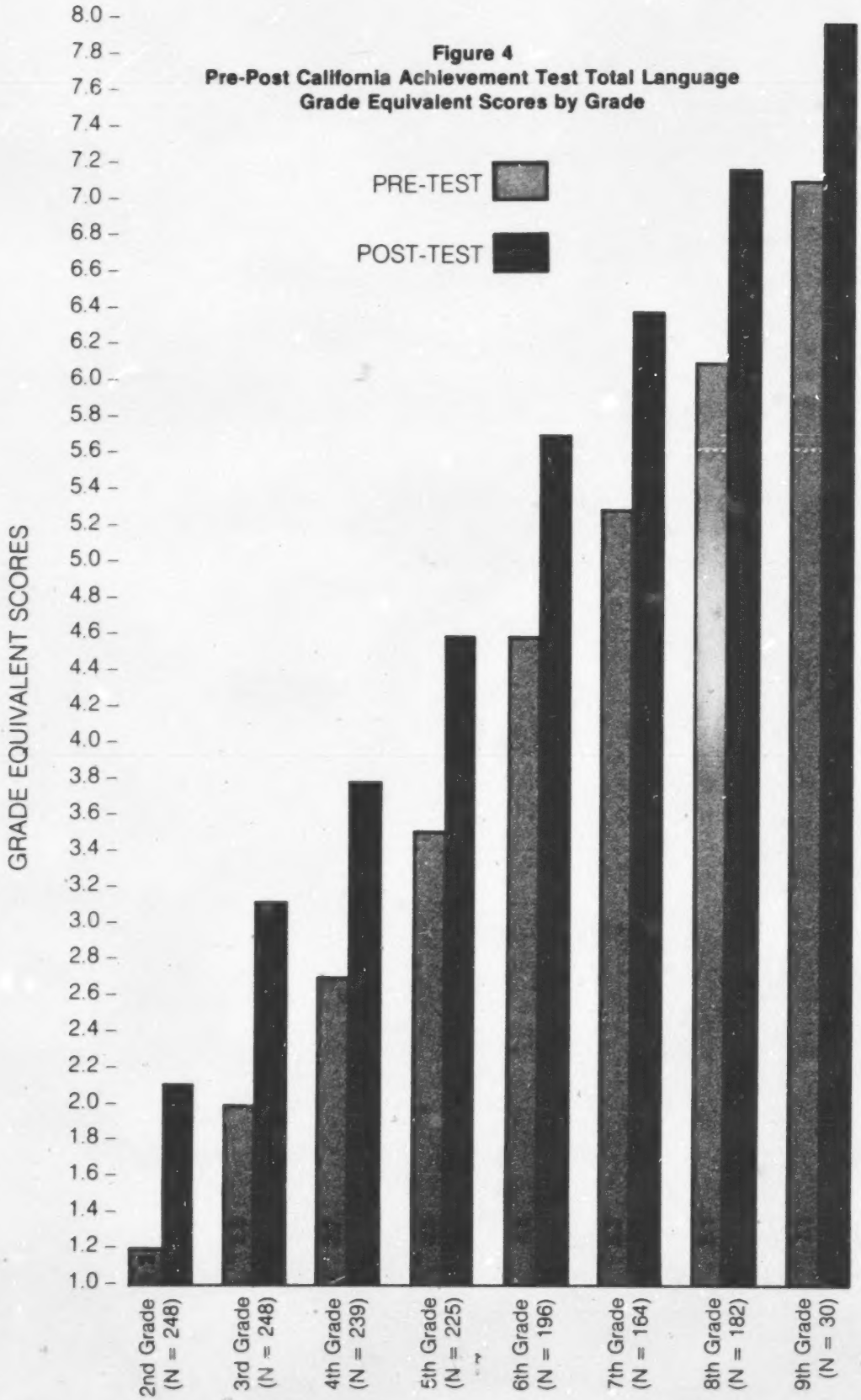


Table 4
Actual versus Expected Gains in language

Grade	Actual Gain Score	Expected Gain Score	Difference
2	+ .9	.5	+.4
3	+1.1	.5	+.6
4	+1.1	.6	+.5
5	+1.1	.6	+.5
6	+1.1	.6	+.5
7	+1.1	.6	+.5
8	+1.1	.6	+.5
9	+.9	.6	+.3

Figure 5
Pre-Post California Achievement Test
Total Math Grade Equivalent Scores by Grade

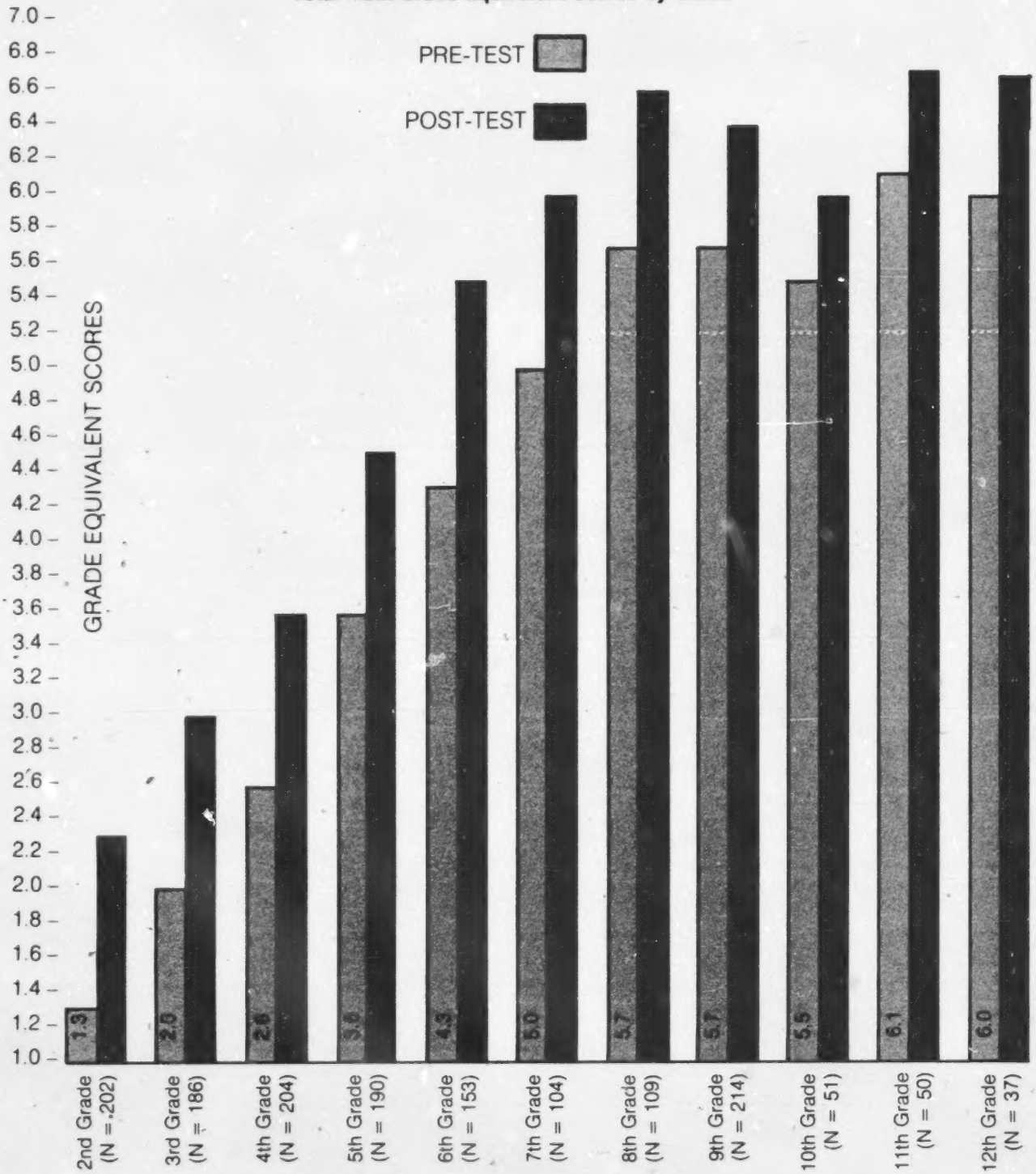


Table 5
Actual versus Expected Gains in mathematics

Grade	Actual Gain Score	Expected Gain Score	Difference
2	+1.0	.5	+.5
3	+ .9	.5	+.4
4	+1.0	.5	+.5
5	+1.0	.6	+.4
6	+1.2	.6	+.6
7	+1.0	.6	+.4
8	+ .9	.6	+.3
9	+ .8	.5	+.3
10	+ .5	.4	+.1
11	+ .6	.4	+.2
12	+ .6	.4	+.2

Figure 6
Pre-Post California Achievement Test Total Special Education Grade Equivalent Scores by Grade

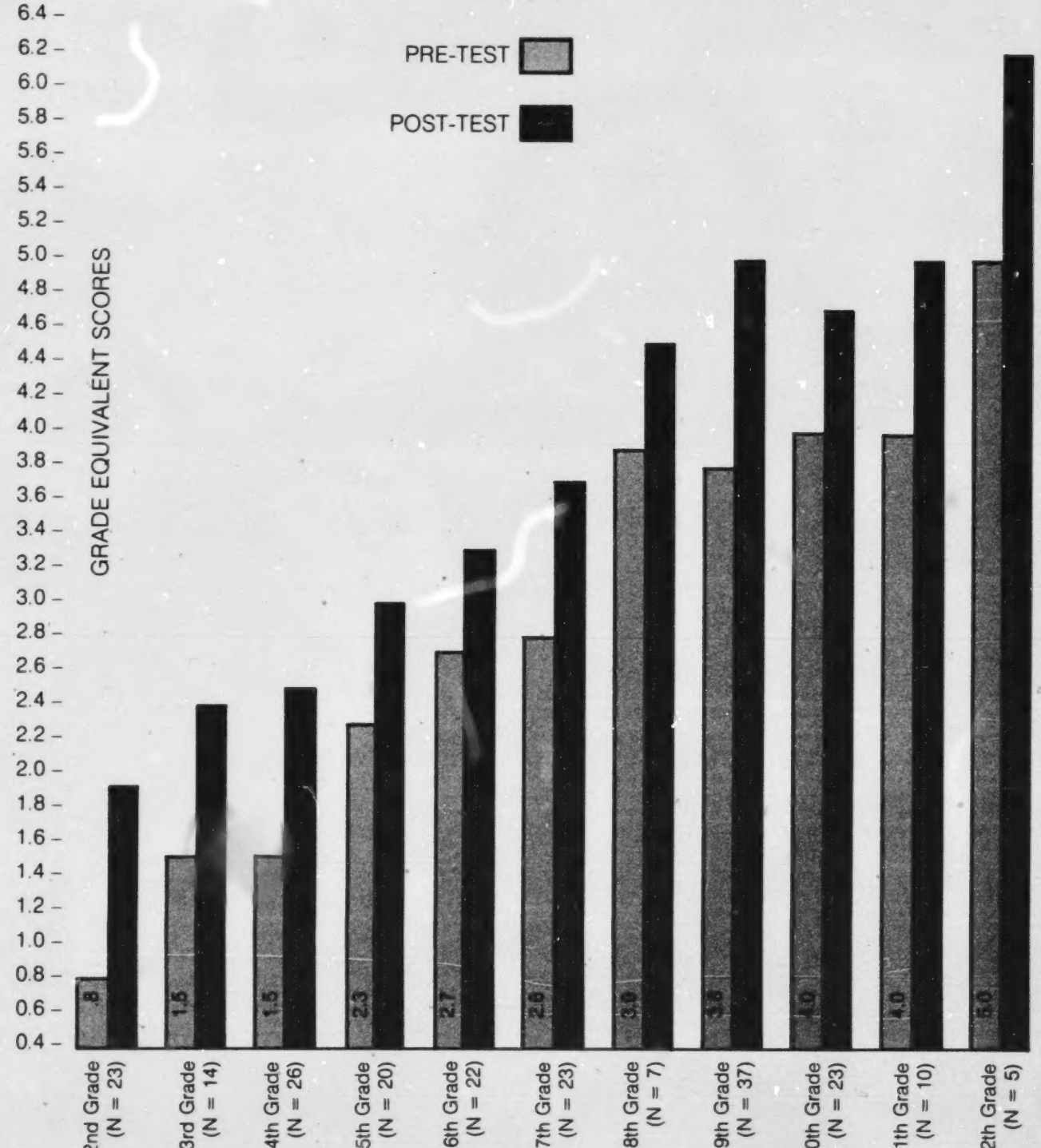


Table 6
California Achievement Test Total Battery Grade Equivalent scores for the Special Education Components

Grade	Actual Gain	Expected Gain	Actual-Expected Difference
2	+1.1	.3	+.8
3	+1.0	.4	+.6
4	+1.1	.3	+.8
5	+ .6	.4	+.2
6	+ .6	.4	+.2
7	+ .8	.3	+.5
8	+ .6	.4	+.2
9	+1.2	.3	+.9
10	+ .7	.3	+.4
11	+ .9	.3	+.6
12	+1.2	.3	+.9

DEFINITION OF TERMS

There are several terms used in the manuscript that might not immediately be clear without some clarification.

N= the number of students who took both the pre and post-test and thus comprise the total number of students included in the test results.

Expected Gain: For purposes of this report, expected gain refers to the gain in grade equivalent score that would be expected if the students did not receive Title I services. The value was computed by dividing the students pre-test score by the number of years in school +1. This yearly expected gain was then adjusted to an 8 month school year by multiplying the expected gain by 4/5. Thus a student beginning the second grade with a pre-test score of 1.6 would have an expected growth of .6 in grade equivalents. While it is recognized that this does not take into account the true gain/loss factor over the summer it was the most accurate figure that could be derived given the limitations of the data.

Test Dates: Dates of administration of the pre-tests were the last 2 weeks in September and of the post-test were the first 2 weeks in May. Thus the school year approximates 8 months rather than 9 months for purposes of this report.

*U.S. Government Printing Office: 1975-681-970